

PARENTING

Curriculum Content Frameworks

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Curriculum Content Framework

PARENTING

Grade Levels: 9, 10, 11, 12
Course Code: 493210

Prerequisites:

Course Description: Experiences in the Parenting course are designed to assist students in developing an understanding of the parenting process and of parenting skills. Competencies developed in this course will be useful to anyone who lives with, associates with, or works with children. Emphasis in this course is given to the development of competencies related to the parenthood decision, costs of having and raising a child, child growth and development, effects of heredity and environment on development, rights and responsibilities of parents and children, providing nurturance, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, caring for the sick or injured child, parenting a “special needs” child, helping children cope with crises, choosing professionals to help with parenting problems, selection of child-care services, jobs and careers related to parenting, and effects of technology on careers related to parenting. Upon completion of this course, a student should possess skills necessary to provide quality care for children—as a parent, as one employed to care for children, or as one who interacts with children in other settings.

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Unit 1: The Parenthood Decision

5 Hours

Terminology: adoptive parents, environment, family planning, foster parents, genetic counseling, heredity, obstetrician, parenting, pediatrician

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to the parenthood decision		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 List parenting options		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge		Application		Skill Group	Skill	Description
1.3 State factors to consider in making a parenthood decision	1.3.1	Determine factors to consider in making a parenthood decision	Foundation	Listening	Listens for content [1.2.3]	
	1.3.2	Develop a checklist of personal qualities needed for effective parenting		Reading	Listens to follow directions [1.2.6]	
					Comprehends written information for main ideas [1.3.7]	
					Determines what information is needed [1.3.10]	
					Follows written directions [1.3.13]	
				Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]	
	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]				
	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]				
			Personal Management	Integrity/Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]	
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
			Reasoning	Extracts rules or principles from written information [4.5.4]		

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Describe influence of heredity and environment on child development		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describe/Explains scientific principles related to human development [1.4.14]
			Writing	Presents answers/ conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
1.5 Chart types of family structures with components of each		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
				Organizes information into an appropriate format [1.6.10]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.6 Designate effect children could have on each type of family structure	1.6.1 Analyze effect of children on various family structures	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Organizes information into an appropriate format [1.6.10]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze effect of children on various family structures [4.3.1]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.7 List costs related to having and raising a child	1.7.1 Determine the financial cost of having and raising a child	Foundation	Arithmetic/ Mathematics	Calculates/Estimates costs related to having and raising a child [1.1.8]
			Listening	Listens to follow directions [1.2.6] Listens for long-term context[1.2.7]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Organizes information into an appropriate format [1.6.10] Records data [1.6.16]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Problem Solving	Devises and implements a plan of action to resolve problem [4.4.2]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.8 Name rewards and challenges associated with parenthood		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Distinguishes between fact and opinion [1.3.11]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
1.9 Designate effects of parenthood on marriage and personal relationships		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Records data [1.6.16] Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.10 Name advantages of family planning		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.11 Select factors that influence family planning decisions		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 2: Child Growth and Development

10 Hours

Terminology: anorexia nervosa, bonding, bulimia, caregiver, cartilage, child development, classification, colic, conservation, cooperative play, deciduous teeth, direct learning experience, eye-hand coordination, fontanel, imitation, large motor skills, menstruation, object permanence, parallel play, potential, primary caregiver, primary sex characteristics, primary teeth, puberty, regression behavior, reversibility, secondary sex characteristics, separation anxiety, seriation, sexuality, small motor skills, stranger anxiety, temper tantrums

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to child growth and development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
2.2 Match basic types of development with the definition of each		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Describe physical stages of child development	2.3.1 Analyze patterns of child development	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16] Writes appropriate entries [1.6.22]
		Personal Management	Reasoning	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 Describe intellectual stages of child development		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16] Writes appropriate entries [1.6.22]
		Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.5 Describe emotional and social stages of child development	2.5.1 Describe stages of child development	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Follows written directions [1.3.13]
				Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Knowing How to Learn	Records data [1.6.16]
				Applies new knowledge and skills to describe stages of child development [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 Chart the stages in the individual life cycle with the correct age range		Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to progression [1.1.13]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Applies scientific principles related to human development [1.4.5]
			Science	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.7 Name ways parents can help children achieve full potential in physical development		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
		Thinking	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Responsibility	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.8 Identify ways children learn	2.8.1 Describe ways children learn	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Knowing How to Learn	Applies/Uses technical words and concepts [1.6.4] Applies new knowledge and skills to analyze ways children learn [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.9 Name ways parents can influence intellectual development in children		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.10 Designate ways parents can have a positive influence on a child's emotional and social development	2.10.1 Analyze parental influence on a child's emotional and social development	Foundation	Listening	Receives and interprets verbal messages [1.2.8] Listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Summarizes written information [1.6.17] Analyze data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Seeing Things in the Mind's Eye	Uses senses to perceive parental influence on human development [4.6.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.11 List environmental factors that influence development	2.11.1 Explain environmental impact on development	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Takes notes from various sources [1.6.18]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]

Unit 3: Parenting Skills

20 Hours

Terminology: consistent, democratic, diplomacy, discipline, ethical, guidance, moral behavior, negative reinforcement, nurture, permissive, positive reinforcement, potential, punishment, responsibility, right, role, role model, self-concept, self-control, self-destructive behavior, self-esteem, self-respect, value

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to parenting skills		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
3.2 List rights of parents and children		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 List responsibilities of parents and children	3.3.1 Analyze responsibilities of parents and children	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze responsibilities of parents and children [4.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 Describe parenting styles	3.4.1 Analyze parenting styles	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2] Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]
		Thinking	Knowing How to Learn	Applies new knowledge and skills to analyze parenting styles [4.3.1] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.5 Explain traits and importance of parents as positive role models		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/ conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.6 List ways parents can provide a nurturing environment	3.6.1 Determine ways to promote self-concept, self-esteem, and self-respect in children	Foundation	Listening	Evaluates oral information/ presentation [1.2.2]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
3.7 Describe guidance, discipline, and punishment		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
			Foundation	
			Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Summarizes written information [1.6.17]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.8 Designate guidance techniques for promoting positive behavior	3.8.1 Determine guidance techniques for promoting positive behavior	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14] Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.9 Describe parenting strategies to strengthen values and moral behavior		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]
3.10 Name roles parents play in children's education		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Records data [1.6.16] Writes appropriate entries [1.6.22]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.11 Name guidelines for establishing a strong family unit		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.12 Provide guidelines for promoting the health and safety of children		Foundation	Reading	Uses standard occupational resource materials [1.3.22]
			Science	Follows safety guidelines [1.4.16]
			Writing	Records data related to health and safety [1.4.22]
		Thinking	Reasoning	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Uses logic to draw conclusions from available information [4.5.6]

Unit 4: Parenting Challenges

20 Hours

Terminology: attention span, attention deficit hyperactivity disorder, autism, caregiver, child abuse, child neglect, crisis, disabled child, crisis, dual-career family, dysfunctional family, gifted child, hyperactive child, inclusion, latchkey child, postpartum depression, prodigy, shaken baby syndrome, sibling, “special needs” child

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to parenting challenges		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Name specific concerns of a new parent		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 List specific concerns of single parents	4.3.1 Determine specific concerns of teen parents	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Writes logical and understandable sentences [1.6.23]
		Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 Name specific concerns of dual-career families	4.4.1 Analyze parental concerns and suggest solutions	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Personal Management	Career Awareness, Development, and Mobility	Summarizes written information [1.6.17] Analyzes impact of work on individual and family life [3.1.1]
		Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.5 List qualities of child-care services	4.5.1 Analyze a child-care service	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Draws conclusions from what is read [1.3.12] Follows written directions [1.3.13]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 List causes of child abuse and neglect		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Writes logical and understandable sentences [1.6.23]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.7 Designate symptoms of child abuse and neglect	4.7.1 Analyze causes and symptoms of abuse and neglect	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Records data related to abuse and neglect [1.4.22]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Records data [1.6.16]
		Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.8 Identify characteristics of children with special needs		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16]
4.9 Determine requirements of children with special needs		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Presents answers/ conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.10 Explain care required for an injured or sick child		Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]
			Science	Describes/Explains scientific principles related to human illness [1.4.14]
			Writing	Summarizes written information [1.6.17]
		Thinking	Problem Solving	Takes notes from various sources [1.6.18] Demonstrate logical reasoning in reaching a conclusion [4.4.2]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.11 Describe parenting strategies to help children cope with crises	4.11.1 Determine strategies to help children cope with crisis	Foundation	Listening	Listens for content {1.2.3} Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/ management [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
		Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions {4.4.4}
4.12 Identify resources available for parenting problems		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Records data [1.6.16]

Unit 5: Careers and Technology

5 Hours

Terminology: au pair, career, child development associate (CDA), entrepreneur, entry-level position, nanny, paraprofessional, professional, technology

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to careers and technology		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Identify trends affecting child care careers		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Summarizes written information [1.6.17]
		Personal Management	Career Awareness, Development, and Mobility	Identifies continuing changes in male/female roles at home and work [3.1.7]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.3 Designate qualities of a competent caregiver		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
		Personal Management	Integrity/ Honesty/ Work Ethic	Describes desirable worker characteristics [3.2.3]
				Describes/explains significances of integrity, honesty, and work ethics [3.2.4]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 List career opportunities involving work with children	5.4.1 Research a career involving work with children	Foundation	Listening	Listens for content [1.2.3] Listens to follow directions [1.2.6]
			Reading	Uses standard occupational resource materials [1.3.22]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Composes and creates documents (letters, manuals, reports, proposals, graphs) [1.6.8] Writes appropriate entries [1.6.22]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Explores career opportunities [3.1.6]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.5 Name ways technology affects career/job trends in occupations related to parenting		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to technology (economic/social implications) [1.4.14]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.5]
		Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4] Identifies continuing changes in male/female roles at home and work [3.1.7]

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.6 Designate ways computers are utilized in careers related to parenting	5.6.1 Plan computer use in a career related to parenting	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information {1.3.23}
			Science	Records data related to computer use in the workplace [1.4.22]
			Writing	Organizes information into an appropriate format [1.6.10] Records data [1.6.16]
		Personal Management	Career Awareness, Development, and Mobility	Comprehends ideas and concepts related to computer use in the workplace [3.1.3]
			Organizational Effectiveness	Comprehends the organization's modes of operation [3.3.5]
		Thinking	Creative Thinking	Combines ideas of information in a new way [4.1.2]

Unit 1
The Parenthood Decision

1. Adoptive Parent - a person who becomes a parent through a legal process.
2. Environment - a person's surroundings and everything in them, including both human and non-human factors.
3. Family Planning - a deliberate act of deciding how many children and the spacing of years between each child.
4. Foster Parent - a person who provides a temporary home for a child.
5. Genetic Counseling - medical advice that tells a couple the options and risks of having genetic problems their children.
6. Heredity - the sum of all the qualities a person inherits from his or her parents at birth.
7. Obstetrician - a doctor who specializes in pregnancy and childbirth.
8. Parenting - the process of caring for children and helping them grow and learn.
9. Pediatrician - a doctor who specializes in the care of children.

Unit 2

Child and Growth Development

1. Anorexia Nervosa - a psychological disorder where a person eats very little or refuses to eat as they see themselves overweight even when they are dangerously underweight.
2. Bonding - forming strong emotional ties between individuals.
3. Bulimia - a person with this disorder repeatedly binges and then purges, by vomiting or taking laxatives, to prevent weight gain.
4. Caregiver - a person that provides care for and meets the needs of someone else.
5. Cartilage - soft, elastic like tissue that is softer than bone.
6. Child Development - the study of how children grow and change physically, intellectually, emotionally, socially and morally.
7. Classification - the process of mentally grouping objects or ideas into categories or groups based on some unique feature.
8. Colic - acute abdominal pain caused by abnormal conditions in the bowels.
9. Conservation - protecting the environment and natural resources against waste and harm.
10. Cooperative Play - activity in which children actually play with one another.
11. Deciduous Teeth - non-permanent teeth or "baby teeth".
12. Directed Learning Experiences - learning experiences that are planned with a specific goal in mind.
13. Fontanelles - open spaces in a baby's head where the bones have not joined.
14. Hand-eye Coordination - the ability to move hands and fingers precisely in relation to what is seen.
15. Imitation - learning that occurs by watching and copying the actions of others.
16. Large Motor Skills - the use and control of the large muscles of the back, legs, shoulders and arms.
17. Menstruation - monthly process, which occurs in women from adolescence through middle age, in which blood is discharged from the uterus through the reproductive tract.

18. Object Permanence - the concept in which an infant learns that people or things exist even when they are gone from sight.
19. Parallel Play - activity in which children play side by side without interacting.
20. Potential - what a person is capable of becoming.
21. Primary Caregiver - the person that will provide the most care and spend the most time with a child or another person.
22. Primary Sex Characteristics- physical changes related to the development of the reproductive organs.
23. Puberty - the set of changes that gives a child a physically mature body able to reproduce.
24. Regression Behavior - reverting to earlier behaviors.
25. Reversibility - capable of going backward or forward through a series of actions or changes.
26. Secondary Sex Characteristics - all physical changes related to puberty.
27. Separation Anxiety - a child's fear of being away from parents, familiar caregivers, or the normal environment.
28. Seriation - the ability to arrange items in an increasing or decreasing order based on weight, volume, number, or size. Grouping by a common property.
29. Sex-role Identity - understanding what it means to be male or female.
30. Small Motor Skills - an ability that depends on the use and control of the finer muscles of the wrist, finger, and ankles.
31. Stranger Anxiety - a baby's fear of unfamiliar people.
32. Temper Tantrum - a sudden outburst of anger in which children may kick, scream, cry, or hold their breath.

Unit 3 Parenting Skills

1. Consistent - repeatedly acting the same way.
2. Diplomacy - using tact and skill when dealing with others.
3. Discipline - training that corrects, molds, and perfects ones actions.
4. Ethical - having a system of morals or values. To act in accordance to this system.
5. Guidance - help in learning acceptable behavior.
6. Moral Behavior - to behave in ways that are acceptable to society and family.
7. Negative Reinforcement - a response that tends to discourage a particular behavior from being repeated.
8. Nurturing - providing love, support, attention, and encouragement.
9. Permissive - a type of behavior allowing freedom, behavior that is tolerant of practices disapproved of by others.
10. Positive Reinforcement - a response that encourages a particular behavior. For example, praising a child for acceptable behavior or when a task is done correctly.
11. Potential - what a person is capable of becoming.
12. Punishment - a penalty inflicted on a child for a violation.
13. Responsibility - an obligation or duty for which a person is held accountable.
14. Rights - special privilege, benefit, or personal favor to which one is entitled.
15. Role - a way of acting to fulfill certain responsibilities in life, most often taught by family members.
16. Role Model - a person that someone admires and wishes to pattern his or her behavior after.

- 17. Self Concept - the mental picture people have of themselves; their opinion about themselves.
- 18. Self Control - the ability to control one's actions.
- 19. Self Destructive Behavior - self-imposed activities that can cause physical, mental, or emotional harm.
- 20. Self Esteem - the sense of worth a person attaches to oneself.
- 21. Self Respect - the ability to hold oneself in high esteem.
- 22. Values - ideas about right and wrong and what is important in your life.

Unit 4 Parenting Challenges

1. ADHD - (Attention Deficit Hyperactivity Disorder) - a learning disability in which a person is not able to control his or her activity or concentrate for a normal length of time.
2. Attention Span - the length of time a person can concentrate on any one thing.
3. Autism - a disorder characterized by lack of communication, extreme concern with oneself, and detachment from reality.
4. Caregiver - a person that provides care for and meets the needs of someone else.
5. Child Abuse - physical, emotional, or sexual violence against children.
6. Child Neglect - failure to meet the child's physical or emotional needs.
7. Crisis - an unstable or critical situation in which the outcome will make a decisive difference for better or worse.
8. Disabled - unable to perform certain physical, mental, and/or emotional tasks.
9. Dual Career Family - a family in which both husband and wife are employed outside the home.
10. Dysfunctional Family - family system in which one or more family members do not fulfill their responsibilities throwing the system out of balance.
11. Gifted Child - children with unusual intelligence, special artistic talents, and/or the ability to understand relationships and abstract ideas.
12. Hyperactive - being overly and uncontrollably active.
13. Inclusion - a term for enrolling special needs children into all areas of the curriculum.
14. Latch Key Child - a child who regularly goes home after school to an empty house or apartment.

- 15. Postpartum Depression - feelings of sadness and hopelessness following the birth, delivery, and recovery period.
- 16. Prodigy - a gifted child.
- 17. Shaken Baby Syndrome - a serious type of physical abuse that occurs when a baby is violently shaken.
- 18. Sibling - a brother or sister.
- 19. Special Needs Population - a group of people identified as needing assistance to compensate for specific disabilities.

Unit 5
Career and Technology

1. Au Pair - a person from a foreign country who lives with a family and provides child care in exchange for room, board, and transportation.
2. Career - an occupation to which you have made a long term commitment.
3. Child Development Associate - a national credential that certifies child care workers. It is given based on hours of child care experience and post-secondary courses taken. The recipient must be at least eighteen and have a high school diploma.
4. Entrepreneur - a person who owns and runs his or her own business.
5. Entry Level Position - a beginning level job in a field for people with limited training and education.
6. Nanny - a child care worker who usually provides care in the child's home.
7. Paraprofessional - a person with training beyond high school in a certain area.
8. Professional - a position that requires a degree from a four year college.
9. Technology - the application of scientific knowledge for practical purposes such as reaching goals, meeting needs, and solving problems.